

Emotional Well-Being:

Taking time for yourself to do something that relaxes you is so important. I personally like to read books set in foreign countries to relax me; it makes me feel like I am having an adventure from my sofa! Today, I would like you to spend some time thinking about what makes you feel relaxed and happy. Maybe you like reading, colouring, artwork, listening or playing music or maybe you like chatting with your family. Whatever it is that you like to do, I would like you to spend some time today doing something that relaxes you. You can send me a picture on Class Dojo if you like as well!

English:

Today we are going to be working on our use on conjunctions. Watch the video to refresh your memory of the different types of conjunctions. Please write out at least 5 sentences with different conjunctions in. Please underline the conjunction in a coloured pencil.

https://www.youtube.com/watch?v=l-luR22gbQ&ab_channel=CENTURYTech

Maths:

Today we are going to be looking at pictograms where the picture is worth 2, 5 or 10.

These videos will help you:

https://www.youtube.com/watch?v=SfvQdYhxnfQ&ab_channel=YearTwo

https://www.youtube.com/watch?v=wSdtwgDeVo&ab_channel=RedLane

Expectations:

- Everyone will complete fluency and 1 reasoning and 1 problem solving.
- Some people will complete 2 reasoning and 2 problem solving.
- Few people will complete all of the tasks.

Collective Worship:

Have you ever stopped to think about the many things you have in common with the other children in your class? Has your class ever been grouped according to height, eye colour, or hair colour? Can anyone tell me what things are common to everybody in your class? What are the things that my two volunteers have in common? They are both human (I think), they are around the same age, and they both live in or around the village/town/city. They both have two eyes, two ears, a mouth, a nose, arms, legs. Even if one of them was born with only one ear, they would still have lots of things that they have in common. Can anyone point out some of the differences between them? XXX is a boy and XXX is a girl? Do they have the same colour hair or eyes? What questions could we ask them to find out if there are any other differences? Where were you born? Where do you like to go on holiday? How many brothers and sisters do you have? What if we were to ask them about their beliefs, their likes and dislikes or their hopes and dreams for the future? We have explored the similarities and differences between two pupils in our school. There are many things they have in common, but there are also many things that are different. If we had 5 of you up here and asked you questions about your beliefs, likes, dislikes or your hopes and dreams for the future, I think we would find even more differences. If I were to sit down where you are, and all of you were to stand up here and tell us about your beliefs, likes, dislikes or your hopes and dreams for the future, I doubt that we would find two of us that would give the same answer to those questions. You are unique! Your friends are unique. At school, we live and accept all of our differences because it helps to make our community unique.

At school, we all work towards the same aim (school motto) but we also encourage you to make the most of some of our differences. We have a range of clubs and opportunities that enable different skills to be practised and enjoyed. Even though we have our goals in school, we all enjoy different activities including sport, art, music, reading, maths, trips and visits. When you have a chance, see if you can find these different aspects in the displays around the school. Our differences help to make our school a great place to be and those differences are celebrated in the opportunities we have.

Beginning in February each year, the 'Six Nations' rugby tournament focuses and celebrates one important difference, our nationalities. A person's nationality is the country that they were born in or sometimes have moved to. Can anyone name the six countries that provide rugby teams for this important competition? (England, Ireland, Scotland, Wales, Italy and France.) It is an honour to represent your school or our county, but imagine how you would feel playing a sport for your country. In the stadiums that these games are played in, fans of both teams sit alongside each other while cheering on their team. Both sets of fans are unified by the one game yet cheer enthusiastically for their own team to win. If you were born in Wales but lived in England, you'll probably still want the Welsh team to win. We may not go around telling everyone the nation we were born in, but during

big sports events like the Six Nations, the Olympic Games or the football world cup people wear t-shirts and sweatshirts to show everyone which country or team they support.

As we have explored today, we all live with difference. No matter where you are in the world and no matter which community you live in, there are differences. In our families and at school we learn to live with these differences. This week in our times for reflection we are going to continue to explore this theme of difference.

Time to reflect

- Can you think of 5 differences between those in your class?
- Do you have a unique quality, something that you can do that nobody else can? (Or not many other people can?)
- What sports teams do you support? Do you have any clothing showing the support of your team?

Reflection (Prayer)

(Dear God)

We know that we have many things in common, and we are also aware and thankful for differences. We know it is an important part of our families, our schools, our communities and ultimately our world. Let us, this week, think about, understand and learn to live with our differences in a respectful and tolerant way. *(Amen)*

Curriculum:

Today we are looking at collecting data for a survey on Earthquakes. You have been learning about tally charts in Maths so this should work nicely. Please can you ask 3 people (parents, grandparents, friends, other family members) the questions on the survey. This will give you a clear picture of whether there have ever been earthquakes in Easington or the surrounding area.

Work:





Maths:


Fluency:

F1)

Use the tally chart to complete the pictogram.

Pet	Tally
Dog	
Cat	
Rabbit	
Fish	

Pet	
Dog	
Cat	
Rabbit	
Fish	





 = 2 animals

Fluency:

F2)

Use the tally chart to complete the pictogram about the number of books read in each class.

Class 1	
Class 2	
Class 3	
Class 4	
Class 5	
Class 6	

Class 1	
Class 2	
Class 3	
Class 4	
Class 5	
Class 6	

Key



= 5 books

Fluency:

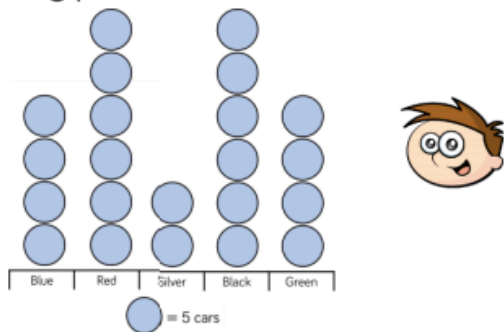
F3)

Year 2/3 sell cakes at a bake sale. The tally chart shows the data. Draw a pictogram to represent the data.

Chocolate	
Lemon	
Red Velvet	
Mint	
Carrot	

Reasoning:
R1)

Teddy and Eva both draw a pictogram to show how many cars they counted driving past their school.



Colour	Number on cars
Blue	2 circles
Red	3 circles
Silver	1 circle
Black	3 circles
Green	2 circles

1 circle = 10 cars

What is the same? What is different?
Whose pictogram do you prefer? Why?

Reasoning:
R2)



Megan is drawing a pictogram to show Year 2's favourite drinks.
Megan says, "I must draw 30 circles to show 30 children".
Is she correct? Explain why.

Drinks	Number of Children 1 picture = 10 children
Orange	2 circles
Cola	4 circles (3 full, 1 half)
Water	
Milk	

Problem Solving:

P1)

Sasha is drawing a pictogram where 1 picture = 5 children.

Type of Shoe	Number of Children
Boots	
Trainers	
School Shoes	
Sandals	

Sasha know more children wear trainers than sandals but fewer children wear trainers than boots.

How many children could wear trainers? Complete the pictogram.

Problem Solving:

P2)

Year 2/3 are collecting data.

We saw 11 fewer red cards than white.

We saw 2 fewer blue cars than red.

We saw 5 more white than black.

We saw 9 black cars.

Create a pictogram to display this information where 1 picture represents 2 cars.

Curriculum:

Year 2/3 Geography Survey: Earthquakes

Question:	Yes	No
Have you ever felt an earthquake?		
Do you think earthquakes happen in Easington?		
Are there any fault lines in Easington?		